

REPORT

OF A

COMMITTEE OF THE TRUSTEES

OF

ALLEGHENY COLLEGE,

ON THE

MANUAL LABOR SYSTEM.

Adopted, and ordered to be printed; Oct. 7th, 1833.

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REPORT.

The Committee to whom was referred the subject of Manual Labor in connexion with Literary Institutions,

REPORT:

That they have taken the subject into deep and serious consideration, and are of the opinion that Manual Labor in Literary Institutions, possesses all the intrinsic properties of the *great desideratum* to preserve the health and morals of students—to promote a vigorous application to study, and a general if not universal spread of useful science throughout our community.

Your committee feel sensibly, the high responsibility resting upon the board in relation to this Institution; they being the guardians of the munificence of the State, as well as numerous benevolent individuals whose funds have erected one of the most spacious and elegant buildings for collegiate purposes, and furnished it with one of the best Libraries and Philosophical apparatus found in any Literary Institution in the West, and inferior to but few in the Union.* And to answer the purposes of these benevolent designs it is not only necessary to establish a classical school within the walls of the college edifice, but to have that school conducted on such principles as will be most conducive to the health and morals of the students.

But no fact is more clearly established in the annals of modern literature, than that the present most common mode of instruction, is deplorably defective in both these important particulars. A constant application of the *mind*, without giving the *body* suitable exercise, enervates the system, stupifies the faculties, impairs the health, and of course prevents vigorous application to study, and eminence in the attainment of useful science. And such are the dileterious effects of this course upon the student, that, according to the estimate of several eminent Presidents and Professors in Colleges, *one fourth* of those who may be called close applicants, come to premature graves, while the great majority of the remainder drag out a feeble existence, with sickly frames and shattered constitutions.

In the mean time, according to the proverb, "an idle man is the

*The Library contains about 8,000 volumes, well selected. The building is 120 feet in length, including the wings, and 44 in depth. The main building three stories above the basement, and the wings two.

devil's work-shop." Being an active agent, he *will* be doing something; and if not *usefully* employed, will be doing *mischief*.—Hence the idle manner in which students usually spend their leisure hours, tends strongly to vice: so much so, that many pious parents have feared to send their sons to College, lest their morals should be polluted, and themselves be rendered a curse instead of a blessing to the world.

That these evils exist, and that the best, if not the only remedy for them within human grasp is Manual Labor, to occupy the hours of relaxation from study, appears from the testimony of nearly one hundred gentlemen, Presidents and Professors in Colleges, and otherwise distinguished for their literary attainments and thorough knowledge of men and things.

Bodily exercise for some hours each day, was required in the system of education adopted by Pythagoras. And in Persia, Rome, the Grecian States, and indeed, in every well regulated ancient government, their systems of education made daily bodily exercise, a requisition. This system prevailed generally if not universally until monasteries were established, and literary men turned monks, divorced themselves from useful and practical life, and ended their days in cloisters, where they became sluggards and dozed away a life that might, with activity, have been rendered useful to the world.

In accordance with this ancient usage, we learn from the historians of those days, that the most distinguished Statesmen, Soldiers, Philosophers, Historians and Poets, connected Manual Labor with Study, and many of them were dependent on the avails of their toil for subsistence, while employed in the literary pursuits which have immortalized their names, and placed them on the imperishable pages of history as the benefactors of their species.

About two centuries ago, Milton wrote a pamphlet in which he urged the necessity of Manual Labor to secure the health and morals of the student. And since then Jahn, Ackerman, Salzmann, and Frank in Germany; Tissot, Rousseau, and Londe in France, have all written largely on the subject. But it was reserved for the Rev. Mr Wesley, whose extensively useful labors rendered him one of the greatest benefactors of his age, first to revive this ancient mode of instruction which connected useful labor with Literary studies; by founding and putting into successful operation, the "Kingswood Academy" in England. And, also by establishing an itinerant ministry, the economy of which requires the Minister to both labor and study every day.

Considering the usual idle mode of recreation, or spending leisure hours at Schools and Colleges, as a sinful waste of time, and of course tending to immorality;—and that regular exercise in some useful employment is necessary for health as well as morals; and above all desiring to qualify the young men under his care for usefulness in life, he made it the duty of students to spend their hours of recreation or relaxation from study in some useful employment.

It is highly probable, as Mr Wesley made the Bible the standing rule of his conduct, that when he founded this school he had his eye upon a similar one, founded by Elisha the prophet,—for “the sons of the prophets,”—in which the students *labored*; for they “borrowed axes, and chopped timber to build them houses,” &c.

In the introduction of Methodism into America the economy of its founder was adhered to in this particular. Cokesbury College, near Baltimore, founded by Bishops Coke and Asbury about *forty-five* years ago, had connected with it work-shops, gardens, &c., in which the students were required to spend their hours of recreation, instead of idle plays, which were strictly forbidden. But this building was consumed by fire, communicated, (as was supposed,) by the hand of an incendiary. Another was built, but it sharing the same fate, the Methodists became discouraged and made no more attempts of the kind for many years.

The next effort was in “the Maine Wesleyan Seminary,” the model of which was taken from the above named schools.† But these institutions being under the patronage and general superintendence of the Methodist Episcopal Church, and having grown out of her economy, appear to have attracted no attention out of that body, to have been viewed as a part of her religious institutions, and suitable only for the members of her communion, or their sons.

But shortly after the establishment of the Maine Wesleyan Seminary, some enterprising spirits in the State of New York, succeeded in getting up the “Oneida Institute,” to test the Manual Labor System; and such has been its success, that the system has become the most popular of any mode of instruction now extant: and not only new schools and Colleges are being erected on the plan in different parts of the Union, but many of the old Colleges are also adopting it, as an important improvement in the *modus operandi* for instructing youth.

And such is the prevailing conviction of its utility, that the benevolent societies of the day, have added to their mighty phalanx, one in New York to promote Manual Labor in Literary Institutions.—This Society employed Mr. Theodore D. Weld as its agent, during the year 1832, who travelled very extensively, and corresponded with literary gentlemen much more so, and in his report has collected a mass of information apparently sufficient to satisfy the most skeptical mind, that this is the best, if not the only system of education in use, in which the health and morals of students can be safe.

That our young men can prosecute their studies with great success, and at the same time labor, not only enough to preserve their health, but also, to defray all the expenses of tuition, board, books, clothing, &c. is easily demonstrated by numerous cases in which men have risen to the highest eminence by their own exer-

† Which is the oldest, and among the most successful Manual Labor Institutions in the United States.

tions. Thus, Gifford, the *cabin boy*, became one of the most influential writers of his day. Metastasis, a *friendless boy singing verses through the streets*, became one of the great ornaments of Italian literature. The two Milner's, raised themselves from the *weavers bench* to the highest eminence in the literary and religious world: Epictetus, *born a slave*, became the pride of the stoics, and the familiar friend of the best Emperors of Rome. Ferguson and Murray, raised themselves from being *shepherd boys* to be distinguished instructors of mankind. Brown, the author of the Concordance Commentary, and Dictionary of the Bible, was a *shepherd-boy*. Pope Adrian, was the son of a *barge builder*,—availed himself of the privilege of a charity school at Louvane, and being too poor to buy candles to study by night, he would read in the church porches and at the corners of the streets, where lamps were kept burning. By unwearied diligence in this course, he became eminent for his acquirements, and rose to be preceptor to Charles V., by whose influence he was promoted to the papal Chair. Terence *was a slave*, yet raised himself to such eminence that the haughty Consuls of Rome courted his society, and delighted to do him honor.

Franklin, a *printer*, raised himself, by studying while laboring at his business, to such an eminence in literature and general science, that he became the greatest philosopher and ambassador of his age. The two Stephens's, Robert and Henry, father and son, rose from being the most *laborious printers*, to be among the most learned men of the age. Brindley, when a boy a *carter and ploughman*, afterwards a *mill-right*, became a celebrated engineer in constructing canals, tunnels, aqueducts and locks. Sir Humphrey Davy, the son of a *wood carver*, and an *apprentice to an apothecary*, became the greatest chemist of the age. Columbus, a *sailor*, became the greatest geographer, astronomer, and discoverer, of his times. Ben Jonson, the dramatic poet, *was a mason and a soldier*, when young. Roger Sherman, a *shoemaker*, became one of the most distinguished orators, and patriot Statesmen of the American Revolution. Herschel, a *British soldier* in Nova Scotia, first commenced studying the motion of the planets when walking on the *centries post* at night, and being discharged that he might pursue his studies to greater advantage, became one of the great teachers of the world in the science of astronomy. Shakespere, was a *butcher when a boy*.

Samuel Lee, a *carpenter*, labored and studied together, in early life, yet became the most distinguished linguist of the age, and professor of Hebrew in the University of Cambridge, England. Adam Clark, a *farmers son*, an *apprentice to a draper*, became one of the most celebrated linguist and divines in the world. And Rittenhouse, the astronomer, was a *brass founder*. To these distinguished names might be added a host of others, well calculated to inspire the youthful mind with ardent desires for like distinctions, and to remove those barriers which *poverty* may seem to interpose to pre-

vent their progress ; and especially as very few, if any, of the above named individuals enjoyed the facilities offered the student by the Manual Labor System.

But notwithstanding this system strikes the intelligent eye with imposing aspect, as to the *theory* ; yet, serious difficulties have to be surmounted before it can be carried into *practical* effect. Not but that young men, and those too who are destined to be “the bone and sinew” of our country ; and will make our pulpits, our forums, and our legislative halls resound with their powerful and persuasive eloquence, may be found who will labor and study in these Institutions, but to aid them in their course, the Institution must be furnished with the necessary means to labor with. The student cannot bring a farm, a shop, tools, &c., with him ; these things must be provided to his hands, and when once furnished may be used by succeeding students to the latest age of time, being favored with the repairs and renewals which their use and time may require.

Our College, therefore, to be furnished with the necessary apparatus for the Manual Labor System, must have a farm, furnished with a sufficient stock of cattle, horses, sheep, hogs, &c., and implements of husbandry suited to an agricultural establishment. We must have houses, barns, and other out houses for the comfort and convenience of those who manage the farm. We must have, also, work-shops for our mechanics, and dwellings for those who manage them : together with dwellings for our Professors, and boarding houses for the students. But all these things cost money.

There will, in all probability, be one hundred students in the laboring departments in the course of two years, if provision is made to receive them. Of these, fifty will probably be farmers, and fifty mechanics. Allowing each student to work *three hours* per day, the daily labor of one hundred students will be equal to thirty men at *ten hours* per day, one half of whom will be farmers. And to employ fifteen men profitably, will require a farm of at least 200 acres, which would cost, in the neighborhood of the College, probably \$20 per acre, or

	\$4,000
And to furnish this farm with teams, wagons, carts, chains, ploughs, harrows, axes, hoes, scythes, &c., for its proper management, would cost at least	500
And to furnish it with sheep, cows, hogs, poultry, seed, &c.	300
The necessary buildings, houses, barns, out houses, &c.	2,000
Mechanic shops for fifty students, or fifteen hands, furnished with tools, materials for working, &c.	2,000
The necessary houses, ware-houses, &c. for superintendent of the mechanical department,	2,000
Boarding houses for 100 students, say	5,000
Dwellings for <i>four</i> Professors, (supposing <i>two</i> Professors to reside in the two wings of the College,) with necessary out-houses,	4,000

The necessary fixtures to the College to prepare it for the
reception of students,

200

Making in all the round sum of

\$20,000

These several sums may vary from this calculation, but they are more likely to exceed than fall short of the estimate. And as it is very desirable to place a classical education within the reach of every young man in our country, who may have a taste and inclination to pursue it; your committee do most earnestly wish that the Institution could be so endowed as to support the Professors without the aid of tuition fees, when the student, who, by his own industry and the help of his friends, could furnish means to pay for his board, clothing, and other incidental expenses, could have the privilege of a gratuitous collegiate course. To do which, it would require an endowment of at least \$80,000. Which would extend the present real wants of the Institution to \$100,000.

But great and difficult as this amount may appear at first sight, we are not to be discouraged. The history of our happy Republic, and of the church, together with the rise and progress of the settlements of the West, teach us not to despise the day of small things. If we cannot raise the means to accomplish the whole at once, let us do what we can. We have not forgotten that we crept before we could walk, and we could walk before we arose to the size and stature of men. Nor do we know, in the history of kindred institutions, even in those whose present gigantic forms are the admiration of the world, that any one appeared at first in their present magnitude. They all passed through the different stages of infancy, youth, and manhood, before they arose to the honorable standing of hoary age.

It is believed that a sufficient sum may be raised to commence, if not complete, the preparations for the Manual Labor System, as soon as the public mind is sufficiently awake to the importance of the subject: and this will be the case as soon as the public see what is *palpably true* in reference to it. The inhabitants of this county alone, if so disposed, could raise the amount, and in a very few years reap a benefit of more than 200 per cent in the value of their estates, the improvement in the mode of raising stock and cultivating the soil, and the consequent increase of the products of their farms.

There are, at this time, perhaps. 19,000 inhabitants in this county, of whom probably two thousand are farmers. Now it is well known that our farmers in general, labor under very serious disadvantages in their agricultural pursuits, from the want of that information science would give them. Every farmer knows the benefit of a good coat of manure on his land; and he knows, also, that sometimes the manure does not produce the same effect it does at others. If, therefore, he knew how to make manure so as to suit every kind

of soil, and suit the crop to the soil, and the manure to the crop, he would save in labor and gain in crops perhaps *fifty dollars* a year.

A distinguished citizen of Massachusetts, who is also a practical agriculturalist, says, that "in that State there are about 400 townships. In each of these townships there are at least *one hundred* farmers who experience an average loss of *fifty dollars* each, per annum, in consequence of lacking that chemical knowledge necessary for the judicious mixture of manures, and adapting them to the different kinds of soils, in order to obtain the greatest product, from the culture of different grasses, grains, and vegetables. I have not a doubt," he says, "that the farmers in this State annually sustain a loss of \$2,000,000, for the want of that knowledge of the practical uses and application of chemistry, geology, &c. which they might obtain in a Manual Labor Institution, and which most of them could not afford to procure elsewhere."

Again, it is a well known fact that the breed of horses, cattle, hogs, sheep, &c., in this county are not of the most valuable kind; and as it would cost no more to raise animals of good quality, than those of poor, the farmer by improving the character of his stocks might be the gainer annually, of from *fifty* to *one hundred* dollars, and in some instances even to the value of several hundred dollars: but by *not* thus improving, they of course sustain a loss to the same amount.

In addition to these items, we may enumerate the losses sustained from having a poor quality of fruits, grain, vegetables, &c.—Good fruit requires no more cultivation, and occupies no more ground, than poor; and the same may be said of grains, grasses, and vegetables. But the difference in the *value* of a crop of good or bad quality is certainly very great. The apples which grew on less than one acre of ground, being of a superior quality, brought in the New York market \$300, while the same amount of fruit, of ordinary quality would not have brought \$100. If a farmer raises 1000 bushels of Wheat of a quality which will demand in market *six cents* per bushel more than ordinary wheat, he will gain *sixty dollars* in the value of his crop. If the difference in price should be *twelve cents* per bushel, the value of the crop would vary *one hundred and twenty* dollars. And the loss or gain in all these cases, depends on the ignorance or knowledge of the farmer, in reference to the best mode of cultivating the soil. And taking all these things into consideration, after making sufficient deduction to be safe, and without undervaluing in the least the intelligence of our worthy farmers, under the present state of the agriculture of our country; it is presumed that on an average they lose, in the value of their crops, fruits, horses, cattle, &c. at least \$50 per annum, which would make the annual amount of loss sustained by this county, equal to the whole wants of this Institution, to place it in the most favourable and flourishing circumstances.

But if our *two thousand* farmers would give on an average only *ten*

dollars, the amount necessary to put the Manual Labor System into complete operation, would at once be secured. And then, if they in return, should so improve in their agricultural knowledge as to save but *ten* dollars per annum, instead of fifty, and that not under *five* or *ten* years, it would be the most profitable stock ever invested. But the Institution does not confine its expectations of support to this county, nor will the benefits derived from its successful operation be confined to these bounds. The neighboring counties, both in Pennsylvania and Ohio, are expected to share largely in the benefits, and it is most confidently expected that they will share largely in the contributions necessary for its support.

It is not necessary that every farmer should attend the College himself, to acquire a knowledge of these improvements in agriculture. This knowledge will be disseminated in different ways.

1. The College farm will be conducted on the most approved plan, and the farmers in the neighborhood, will be able to observe and profit by it. 2. The location of the College at the seat of justice for the county, will give the farmers of the county an opportunity, when they attend Court, or visit the town on other business, to visit the farm and notice the mode of its cultivation. 3. It is hoped that every township in the county will furnish more or less students, who wish to obtain a good English, if not classical education, and will return to their farms scientific agriculturalists, and from these, all in their immediate neighborhood may learn the improvements of the day. 4. These improvements may, and no doubt will, be published in the county papers, which will give them general circulation. All which means of dissemination, will in a few years, greatly improve the mode of cultivating the soil, improving the stocks, &c.; and the farmer will of course be the gainer annually to a considerable amount.

The farmers of the surrounding country will derive a very considerable benefit from the system, in another particular. They will not only learn the best mode of cultivation; but as the College farm will be furnished with the best breed of horses, cattle, &c., and the best kinds of seed, and an extensive nursery of the best kind of fruit trees, they may be supplied with facilities for *practical* as well as *theoretical* improvement.

In contemplating the advantages the country will derive from this system, we must not lose sight of the *mechanical* department. The most casual observer must see, that, as improvements in mechanism are made, and the facilities of business increase, the price of manufactured articles decrease, and at the same time the profits of business advance. In proof of this we need only look at the domestic goods and wares offered to us by our enterprising merchants.—Cloths can be had for but little more than the cost of the raw material. How is this? Why, the improvements in labor-saving machinery, which science has discovered and brought into operation, have produced this astonishing effect. The same may be said of

almost every article of consumption and of convenience now in use. Axes, hoes, rakes, scythes, ploughs, tubs, pails, churns, &c., are now to be had much cheaper and of better quality, than they could a few years since. This principle will apply to all kinds of mechanism, and in the same proportion in which it applies, the farmer and other consuming citizen is benefitted by it.

The improvements in commercial intercourse by means of roads, canals, and steam boat navigation, brings the farmer nearer to market by placing it within his reach at less expense and trouble than before, and consequently enhances the value of his produce; all which are among the benefits the country derives from science; for it is science that has done it. But the science which produces such happy consequences is taught in Colleges and Universities, which are dependant on the liberality and munificence of the public for their existence and support.

Another advantage which may be derived from the system under consideration; which, too, is of the highest importance to the community; is the facility with which the citizens of the surrounding country may have their sons educated, and the advantages to be derived from the education. By affording an opportunity for students to labor, they not only preserve their health and morals, but they earn something by which to defray a part or the whole of the expenses of their education.

In the *Maine Wesleyan Seminary*, "the students generally pay their *board* by their labor; some pay all their expenses; and some even do more than this." In the *Oneida Institute*, "the students pay their *board* by their labor. Some do much more."

In the third annual report of the Cincinnati Lane Seminary, we have the following statement of facts, which give a clear and practical view of the benefits of the system.

"Fifty of the best farmers earned 5 1-2 cents per hour each, and worked upon an average 16 hours per week; average amount earned, allowing each to have worked during the whole 40 weeks' sessions,

\$35,20

"Those who worked the regular 18 hours per week earned 40,00

"Several of the above have earned during the vacation by farming, teaching, agencies, or otherwise, 40,00

"Twenty-eight of the best mechanics earned upon an average 8 1-2 cents per hour, and worked 16 hours per week; average amount earned, allowing each to have worked during the whole 40 weeks' sessions, 54,80

"Those who worked the regular 18 hours per week earned 61,21

"Some of the above earned during the vacations, 40,00

"Seven regularly trained mechanics earned 12 1-2 cents per hour; average time of labor per week, 16 hours; amount earned, allowing each to have worked the whole 40 weeks, 80,00

"Those who worked the regular 18 hours per week, earned 90,00

"Such of the above as worked during vacation, earned 50,00

"Though numbers of the lads of the institution, and others not accustomed or disposed to habits of activity, have earned not more than from *one* to *four* cents per hour, and of course will not expect the important pecuniary results before us; yet, the above statement gives cheering evidence of what may be done by young men of active, energetic, and laborious habits; and inspires the hope that the day may not be far distant when by the increasing improvements and success of Manual Labor Institutions, the means of self-education shall be placed in the hands of all young men who have sufficient force of character to obtain or be benefitted by a thorough education."

The operation of the Manual Labor System, is not confined to the Institution itself, its practical effects and pecuniary benefits may be exhibited by the student on the road to and from their places of instruction. Thus several young men who were educated in the Oneida Manual Labor Institution, in N. York, wishing to enter the Lane Seminary at Cincinnati, instead of taking the stage and steam boat, as most young men would have done on a similar occasion, they took their packs on their backs and travelled on foot to Olean at the head of the Allegheny river, hired themselves out on rafts and descended the stream about 800 miles, and received each \$22, to help him to an education, instead of having spent that sum for travelling fees.

This System does not contemplate so much a *direct* reduction of the expenses of education, but an *in-direct* one. The board, tuition, and other incidental expenses of students must be paid in these Institutions, as well as others. But the excellency of the System consists in a provision by which the student may earn enough to pay a part or the whole of these expenses, at the same time he is pursuing his studies. And in addition to the advantage he will derive from the preservation of his health, guarding his morals, and contracting habits of industry; he will in many or most instances form a character for usefulness, and lay the foundation of future wealth and honorable affluence in life, in the habits of industry which he contracts.

But while the labor student is thus enabled to pay a part, or the whole of his expenses; the system contemplates *also* a reduction in the expense of board, both from its *kind*, and the *mode of obtaining* it; which renders it still more easy for him to meet the expense by his labor. Such students as live high, and "fare sumptuously every day," must expect their expenses to be accordingly. But such as are willing to subsist on the most simple diet, (which, indeed, is admitted to be the most healthy for *studious* persons,) may reduce the expense of their board to a mere trifle. In most of the Labor Institutions the price of board is from one dollar, to one dollar and a half per week, when taken with the families of the department; but when students *club* together in a room, furnish it themselves, and prepare their own food, the price of their board has been reduced in some instances to *fifty cents* per week, and some times even lower.

At present, several students in this College find employment enough with the mechanics in the village to pay for their board, and a number more can be accommodated in the same way.

This system above all others should be encouraged, because it is so completely adapted to the wants, genius, and institutions of our country. The safety of our Republic, is admitted to depend upon the general erudition of the people, and no system heretofore extant has offered such facilities for the purpose, as this. The old systems confine the advantages and consequent influence of education to the wealthy, which tends strongly towards aristocracy. But this system opens the door to science and its consequent influence, to every member of the community whose taste and industry is sufficient for its acquisition. And what is remarkable, and at the same time encouraging to the Manual Labor Student, is the fact, that men who obtain their educations in this way must have genius and enterprise; and these are so disciplined and matured, and habits of industry so formed at the time, and from the manner, in which they receive their instruction, that they have in many instances become the most eminent in their professions, and the most successful and useful in their business.

Perhaps some of our farmers and mechanics may object that they do not wish to make lawyers, doctors, or preachers of their sons, and therefore have no interest in the Institution in a literary point of view. But learning is not, and should not be confined to those professions. And it is highly improper that it should be so, unless the people wish to establish an aristocracy, and endanger the stability of our happy Republic. Learning is power: for the learned man has a greater share of influence than he would have without learning.—Therefore, to confine learning to those professions is anti-republican. The farmer and mechanic should be learned. They have particular need of it in a country like ours, where every man is eligible to office, if qualified for it. If the farmer or mechanic has the advantages of education, he can make the better Magistrate, Constable, Sheriff, Commissioner, Assembly-man, Congress-man; nay, he may be fit for Governor, or President of the United States.—These offices often fall into the hands of lawyers, doctors, and sometimes preachers, not because, as men, they are any better than other men, but because their education renders them more competent for the duties of the offices than others. But let farmers and mechanics educate their sons, and though they should follow the plough like Cincinnatus, or hammer the leather like Sherman, or handle the type like Franklin; yet, being learned, they are qualified for office, and may like the above named worthies, be called by the voice of the people from their domestic employments, to wield the destinies of the nation, or guide the helm of State.

In carrying the system into practical effect, a question naturally arises as to the *best mode* of applying the avails of the students' labor to his benefit. Some institutions give a weeks board for so many

hours labor. But this is found not to be the better way. It exposes the student to temptations to idleness, and inattention to business, and to *while* away time to little account, only so the *time is spent*, and be neither profitable to himself or his employers. At other institutions the student is required to do a certain amount of work for a given sum, (where the nature of the work will admit of it,) which has proved, by experience to be the best. The student is thrown upon his own resources, his ambition is spurred, he learns to provide for himself, and is sent into the world not only a man of science, but a man of business; which is one of the great objects of the system. And when once left to the resources of his own genius and industry, he may extend his hours of labor so as to include *all* the time he can spare from his books; and by laboring during vacations, and on other spare days, he may obtain the means of defraying the whole of his expenses, as the above extract from the Cincinnati Lane Seminary abundantly proves.

Another question naturally arises, that is, in reference to the *time* to be employed in labor. In the Maine Wesleyan Seminary the students labor *five hours* per day. In the Oneida Institute, and in the Cincinnati Lane Seminary, they labor *three hours* per day. In several Institutions they labor *four*, and in some, where labor is introduced merely for healthful exercise, *two hours* is adopted. But your committee are of the opinion that *three hours* per day for labor will be the most appropriate to the greatest proportion of the students who may wish to attend the Institution. It is probable that some would be desirous if not under the necessity of laboring enough to defray *all* their expenses; but others would not; it would therefore be most advisable to establish the hours of labor to meet the wishes and interest of the majority; and to fix upon such portion, or portions of the day for it, as will best suit the convenience of the faculty, and the improvement of the students.

It has been thought by some to be inexpedient to have *two* classes of students in the same Institution, one to labor and the other not; lest it should create envious distinctions, and retard the studies of the laborer by throwing discouragements in his way. But the trial of the case in the Maine Wesleyan Seminary has demonstrated that these fears are groundless. Indeed, the present popularity of the Labor System, gives a greater share of credit to the young man who has genius and enterprise enough to work his way through a Literary Institution, than to one who depends entirely upon his friends for support. And if it was otherwise, your committee have doubts whether it would be in accordance with the charter of this Institution to exclude students who do not wish to labor, in as much as the charter was granted before the Labor System was generally adopted, and of course with a view to establish a classical school of the ordinary character. But while the usual privileges are given to monied students, there can be no legal objection to extending the privileges of the Institution to those who labor for their support.

But the great and momentous question is yet to be answered, where shall we obtain funds to effect all these benevolent purposes? The most reasonable answer would be, to say, from those who may expect to be benefitted by it, and this would include the whole community of the surrounding country. But experience has long since taught that benevolent Institutions depend on benevolent individuals, and benevolent governments for their support. We may, therefore, look for aid,

1, From the State. We look for this, (1) because this College is, in a great degree the creature of the State, and all that the State has bestowed upon it is useless to the community, unless enough now be added by some means to put the institution into successful operation. (2.) Because the benefit to be derived from the Institution when in successful operation, is such, as to interest *all the North West part of the State*; which renders it an object of *public munificence*. (3.) Because it is acknowledged to be the best policy of the government to encourage literature and universal education, in order to suppress crime, promote virtue, and thus perpetuate our republican Institutions; and no opportunity is offered, or can be offered at the present, to extend the benefits of this policy to this section of the State equal to the one now offered, in the liberal patronage and support of Allegheny College.

2. We look for aid from the liberal and benevolent in the vicinity of the College, who may expect to derive, as it were, a double benefit from it, and who may be waited on by the College agent for that purpose.

3. We expect aid from other liberal and benevolent individuals who are more remotely situated, and who expect no other benefit from the Institution, than to do good to their country, and fellow men, by contributing to facilitate the education of the youth of our land.

4. And finally, we hope that our infant institution will share in the bequests and liberal donations of distinguished friends of education, who wish like Abel, to "speak when dead," and to act in the best of causes long after they cease to breathe on the busy theatre of human action.

In conclusion, your committee would offer for adoption, the following resolutions, viz:

1. That the board deem it highly expedient to attach to the college, the justly celebrated Manual Labor System, thereby to facilitate the education of the youth of our land, and send them into the world with vigorous constitutions, correct morals, and business habits, so soon as funds can be obtained to accomplish the object.

2. That subscriptions be opened, and donations solicited from the friends of the system, for this especial purpose; and that the College agent, the Rev. Joseph S. Barris, and all the members of the Pittsburgh annual conference of the Methodist Episcopal Church, who are authorised to solicit and receive donations for this College,

be and are hereby authorised to make special requests, and keep separate subscriptions in favor of the manual labor department of this institution.

3. That a memorial be presented to the legislature of this state, setting forth the debts which now lie against the institution, and which greatly embarrass it in its present infant struggle to go into operation; together with the wishes of the board and the friends of the institution throughout this community, to append to it a farm, mechanic shops, &c., for the purpose of carrying into effect the Manual Labor System of tuition, and earnestly solicit such aid and assistance, as the wisdom and munificence of that honorable body may direct and grant.

All which is respectfully submitted.

A. BRUNSON, *Chairman.*

Meadville, October 7, 1833.

The Board of Trustees of Allegheny College being met at their semi-annual meeting, the foregoing report and resolutions were read, adopted, and 1000 copies ordered to be printed.

DAVID DERICKSON,

Sec'y. B'rd. Trus. A. C.

P. S. Since the adoption of this report, *forty-two* acres of land have been purchased in the vicinity of the college, which, when added to the *ten* before owned, makes fifty-two acres to begin the Labor System with. This purchase has been made on a credit, in hopes the friends of the system will contribute enough to pay for it, and erect the necessary buildings.